
**Monroe #1 BOCES
Technology Plan
2006-2009**

Standards Goal

Monroe #1 BOCES Technology Plan 2006-2009

Hardware and Software Standards

Goal

Monroe #1 BOCES will establish, in major areas, recommended standards for hardware and software. These standards will be established and reviewed by a team with a set of recommendations to the Technology Committee. These will be reviewed no less than annually and may be updated more frequently as changes in technology mandate. The Standards Team will consist of six members as follows: one member of the Technology Committee, one member of the technology support staff, the BOCES Technology Coordinator, purchasing representative, BOCES computer repair representative and one representative of the instructional staff.

Objectives

Standards for hardware will establish minimum and high-end recommendations. This will be done for:

- Desktop Computers
- Monitors
- Data Storage
- Scanners
- Printers/Copiers/Digital Imagers/multi purpose machines/fax machines
- Laptop Computers
- Presentation Projectors
- Personal Digital Assistants (PDA)
- Digital Still and Video Camera
- Network and Wireless Equipment

Standards for software will include current recommendations for:

- Operating systems
- E-mail
- Office Suites
- Word Processors
- Spreadsheets
- Presentation Software
- Database Software
- Virus Protection
- PDA Software
- Web Publishing Software
- CD Burning

Staff from instructional programs will determine specific instructional software needs.

These recommendations are designed as guidelines for staff in ordering and planning. While not mandatory, they will serve as a basis in deciding what the available resources within the organization will support (Appendix B).

If non-standard hardware/software is requested, justification should be presented to the Standards sub-committee. Ordering is to occur only after the information is shared with the subcommittee. The BOCES Technology Coordinator will sign off on non-standard purchases.

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Professional Development and Training Goal

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Professional Development and Training Goal

Goal

The Monroe #1 BOCES Technology Committee will provide an environment in which BOCES staff will be trained in the use of current and emerging technologies in order to more easily access information to help accomplish departmental missions and communicate effectively. Further, the Monroe #1 BOCES Technology Committee will strive to enhance collaboration both internally and among our component districts.

District technology training needs will be identified in two ways.

1. Each department will identify its specific training needs each year in the departmental technology plans.
2. The professional development subcommittee will identify areas of technology competencies so that all staff will demonstrate a level of technology expertise appropriate to their job responsibilities.

This training will be a collaborative effort throughout the organization.

Objectives

- Plan and implement a training program that will support the district technology competency standards for administrative, instructional and clerical staff. We will use The International Society for Technology in Education (ISTE) as a guide for this planning.
- Maintain and update technology competency standards for district administrators, instructional staff and clerical staff (Appendix C1, C2 and C3).
- Meet with BOCES departments who provide technology related training and identify ways to share resources.
- Provide orientation training and offer post instructional support for use of the BOCES network and e-mail systems.

**Monroe #1 BOCES
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**Individual
Departmental Goal**

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Departmental Technology Plan Goal

Goal

Monroe #1 BOCES, through its various departments, serves a diverse population. To best support the programs and services of each department, the Monroe # 1 district recognizes that departments need the flexibility to develop their own technology plans that address the needs of the communities they serve. Therefore, each Monroe #1 BOCES department will establish an annual departmental technology plan.

Objectives

Each member of the superintendent's cabinet will determine the major departments under his or her supervision and assign a member of that department the responsibility for the development of the departmental plan.

The Monroe #1 BOCES-wide technology plan will provide direction for BOCES departments to establish annual individual technology plans that contain the following common elements:

- Each Monroe #1 BOCES departmental plan will contain an introduction describing how the plan was developed and those involved in the development of the plan.
- Each departmental plan will define general technology goals and objectives that support the Monroe #1 BOCES technology plan mission.
- Each departmental plan will identify hardware and software needs and resources, listing both current inventory and projected purchases.
- Each departmental plan will include a budget that explains and justifies planned technology purchases. These purchases will be contingent upon department budget approval.
- Each departmental plan will identify and address staff training and support needs and resources. Department training and support needs will be compiled into a BOCES-wide training and support plan.
- Each plan will include an evaluation process through which the department will monitor progress toward its technology goals.
- Each department will report progress toward the plan to the Technology Coordinator.

Each department will assign a liaison to meet with and report to the BOCES Technology Committee regarding its plan.

Monroe #1 BOCES departmental plans will go through a 3-stage approval process:

- Departmental plans will be submitted to the BOCES Technology Committee for review and approval.
- Once the technology committee approves the plan, it will become part of the BOCES-wide technology plan.
- Plans will be presented to the BOCES superintendent.

Once the departmental plans have been approved, the BOCES-wide Technology Committee will use the technology plans to identify common needs and provide a vehicle for shared resources throughout the organization.

**Monroe #1 BOCES
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Security & Responsibility Goal

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2006-2009

Security and Responsibility

Goal

The Monroe #1 BOCES School District has invested and will continue to invest resources into the development of sound educational technology including hardware, software and services such as e-mail, Internet access and distance learning. BOCES also assumes the responsibility to maintain its resources in good working condition. It will be the district's expectation that the mentioned resources will be used by students and staff in a responsible manner for the intended purposes.

Objectives

Therefore, the district reserves the following rights:

- Install and maintain Norton Antivirus Corporate Edition software on all servers and desktop computers in order to protect against Trojan and/or virus infection of computer and network systems. Systems will be configured to receive automatic updates.
- Maintain the internet firewall to defend against external LAN probes and attacks which could cause harm to BOCES systems and expose sensitive data.
- Implement and maintain internet filtering services which will be used to filter out websites containing inappropriate material.
- Explore ways to protect and filter the public segment of the BOCES network system.
- Work toward a requirement for network login authentication and standard computer configurations that protect and inventory our network hardware and software resources.

**Monroe #1 BOCES
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2006-2009**

Financial Support Goal

**Monroe #1 BOCES
Technology Plan
2006-2009**

Financial Support

Goal

Support for the technology plan will be provided in two ways:

- Those items that are part of the infrastructure will be financed by inclusion in the Operations and Maintenance budget. The BOCES Technology Coordinator will submit to the business manager a request in the normal budget cycle for support in the common areas.
- Each department will budget monies for the items requested in the departmental plan. This would include desktop computers and peripherals, as well as instructional computing items that are used only within a particular department.

Any department that considers a request beyond their own needs to serve a general purpose will submit that request to the Technology Committee for its consideration in the general support area.

**Monroe #1 BOCES
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Technology Plan Timeline

**Monroe #1 BOCES
Technology Plan
2006-2009**

Implementation Timeline

<p>Fall (Sept – December)</p> <p>Initial development of department technology planning and determination of needs for technology support</p> <p>Review Infrastructure Goal</p> <p>Review Security and Responsibility Goal</p> <p>Review Individual Departmental Plan Goal</p>	<p>Winter (January- March)</p> <p>Finalized department plans are reviewed by the Technology Committee</p> <p>Develop BOCES-wide common needs for technology and support and align with financial support</p> <p>Draft department plans submitted to Superintendent for inclusion in the facilities plan and presented to Board of Education</p> <p>Review Professional Development Goal</p> <p>Review Financial Support Goal</p>
<p>Spring (April- May)</p> <p>Draft technology plan submitted to the Assistant Superintendent for Technology</p> <p>Review and revise equipment standards</p> <p>Current year technology plan is reviewed and evaluated by technology committee</p> <p>Review Evaluation Goal</p> <p>Assistant Superintendent for Technology submits plan to Superintendent.</p>	<p>Summer (June- August)</p> <p>Complete revisions (if any) per direction from the Superintendent.</p> <p>Review and revise equipment standards in preparation for departmental planning in the Fall</p>

**Monroe #1 BOCES
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Evaluation

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Evaluation of Future Efforts

Each department will be expected to assess progress toward departmental goals. This information will be compiled to present a picture of the achievement of the overall organizational technology goals where departmental goals support the BOCES-wide technology plan.

The following procedures will be used to evaluate those BOCES-wide technology plan components that are not part of the departmental plans, but support the departmental plans. This applies to the following areas:

Hardware and Software Standards

A manual of standards for hardware and software will be produced and updated annually. Existing hardware and software will then be evaluated for compliance with these standards. New purchases of hardware and software will meet the stated standards. An inventory will be maintained to help assess the overall goal of compliance with hardware and software standards.

Evaluation Process

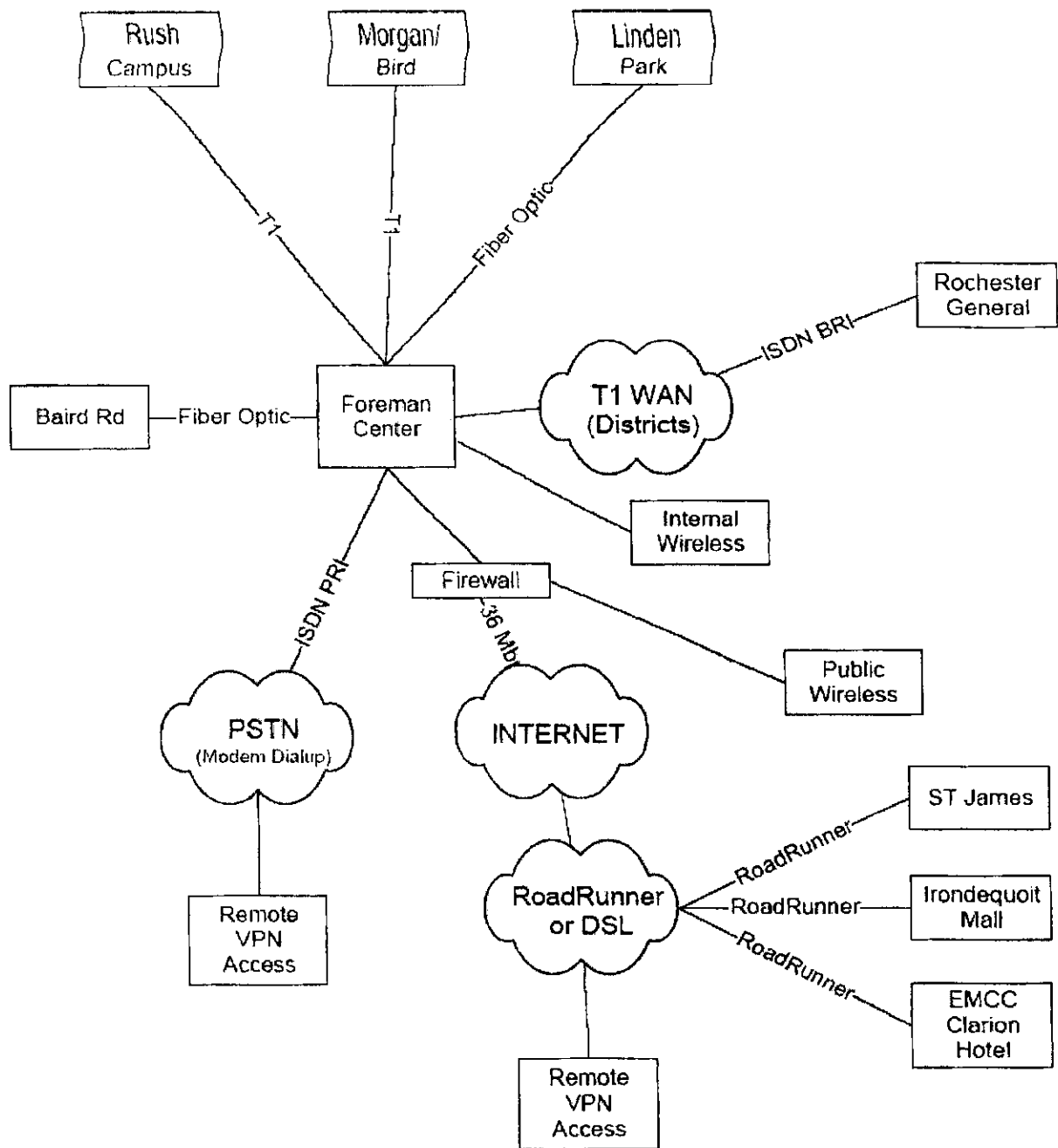
The Technology Committee will conduct a yearly survey to assess technology needs.

Technology Plan Goals

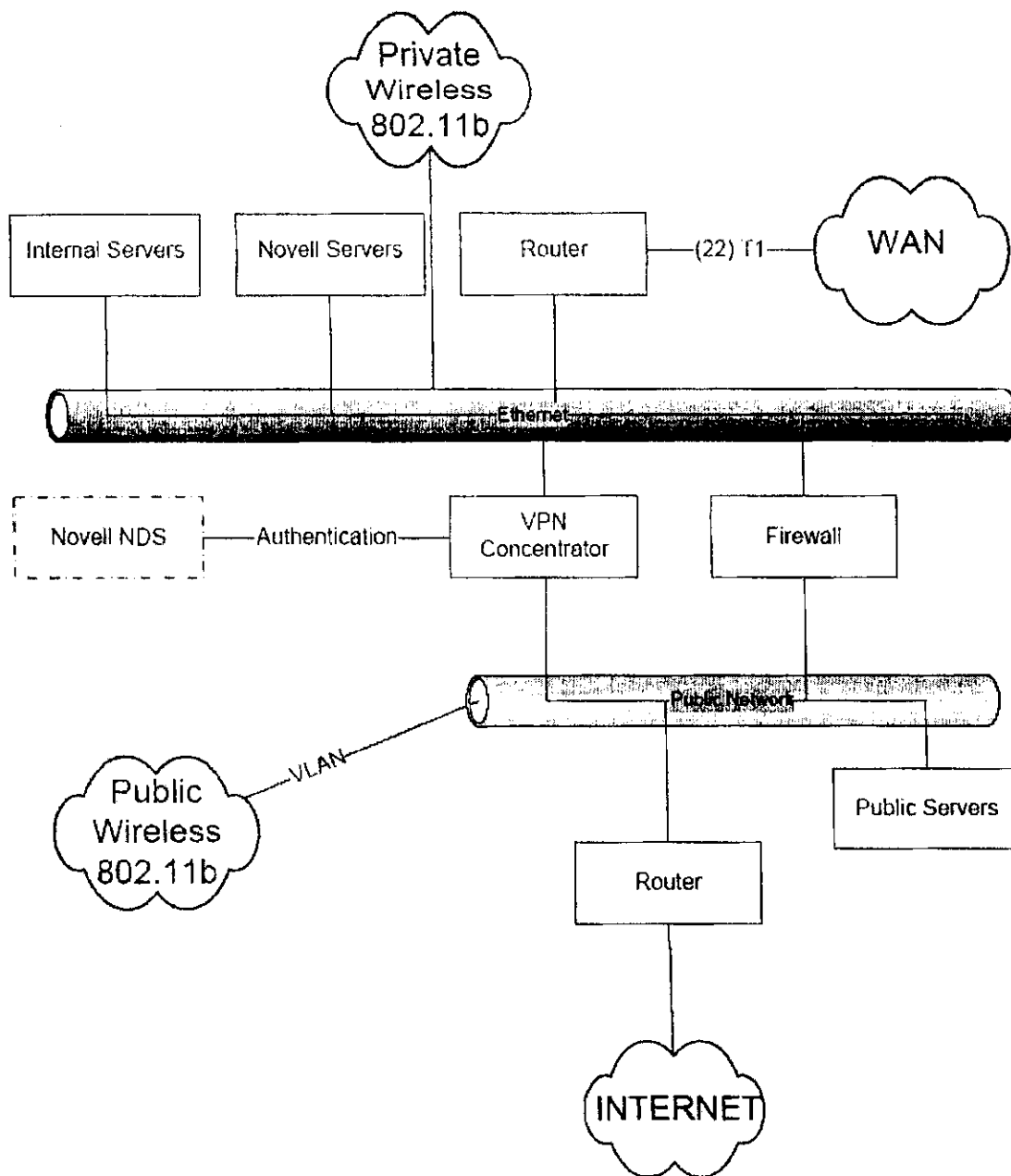
An evaluation form will be completed to assess progress toward the current technology goals prior to the plan's expiration date. The form may also be used to adjust the goals as needed.

**Monroe #1 BOCES
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Appendix A
**Monroe #1 BOCES Network Diagram
2005-2006**



Monroe 1 BOCES
Network – 2005-06



Monroe 1 BOCES
Network Security – 2005-06

**Monroe #1 BOCES
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Appendix B
**Hardware and Software Standards for PC Platform
2005-2006**

Monroe #1 BOCES
Technology Plan
2006-2009

Hardware and Software Standards for PC Platform
2005-2006

Item	Minimum Supported	Minimum Purchase	Recommended Purchase	Approx Cost
Hardware				
Desktop computer/ no monitor	P3- 800MHz	P4 - 512MB	P4 - 1GB CDRW/DVD	842
Monitors	17" color VGA	17" color SVGA 17" flat panel	17"/19"multimedia SVGA 17" MM/ 19" no MM flat panel	142/ 206 360/ 375
Data Storage	*	Flash/Thumb Drive CD Writer -availability CompactFlash	Flash/Thumb Drive 256/ 512/ 1G CD Writer current speed avail. CompactFlash 256/ 512	31/ 44/ 152 92 27/ 37
Scanners	*	HP 3970 HP 5550c	HP 3970 HP 5550c HP 8200 Xerox Documate 510	81 235 383 335
Printers	*	*	HP LaserJet 9000 series duplex HP LaserJet Color 5000 series HP LaserJet 4350n HP DeskJet 6122 color	3225 3184 1432 151
Laptop computer	ThinkPad A20 series	ThinkPad R51 series/	ThinkPad R51 series/ PM 512MB/ 15" display/ wireless/ win xp/ CDRW/DVD ThinkPad X40- small format	1509 +extras if desired 1615 +
Projectors	*	*	-Hitachi LCD Projector 2500 lumens -Dell 3300MP Projector- 1500lumens, XGA - Infocus LP120 Micro-Portable Multimedia Projector- 1100 lumens, 2lbs.	2199 1522 1423
PDA	*	Palm Pilot	Palm Pilot	87/ 343 +
Digital Still Camera	*	Sony Mavica (for classrooms) Canon ELF/S500	* additional items such as case, media storage, media reader and batteries may be required Canon ELF/S500	250/ 400 +100 280/ 345
Digital Video Camera	*	Canon ZR or Elura	Canon ZR or Elura Additional items such as DVC tape, case, sd memory will be required	382 + 100
Wireless adapters & access points	Cisco	Cisco	Cisco	110 584

Software				
Operating System	Windows 98	Windows xp	Windows xp	50
Workstation Server	Novell NetWare 5	Novell NetWare 6	Novell NetWare 6.5	subscription
E-mail	Lotus Notes	Lotus Notes	Lotus Notes	NA
Office Suites	MSOffice 97	MSOffice 2003	MSOffice 2003	47
Virus Protection	Norton AntiVirus	Norton AntiVirus	NortonAntiVirus	3.97
PDA Software	Pylon Conduit	Pylon Conduit	Pylon Conduit	75
			Documents to Go	39
Photo Editing	*	Adobe Photoshop Elements		51
CD burning		Software packaged with hardware/ Nero/Roxio	Nero by Ahead	79

* Evaluated based on individual circumstances
Prices are subject to change without notice.

Revised: 4/6/2005

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Appendix C1

**Educational Technology Standards and Performance Indicators for
Administrators
2005-2006**

NETS for Administrators

Educational Technology Standards and Performance Indicators for Administrators

I. LEADERSHIP AND VISION.

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS.

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. ASSESSMENT AND EVALUATION.

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.